DOCUMENT RESUME

ED 317 209 IR 053 113

TITLE	A Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
INSTITUTION	Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE	14 Apr 80
NOTE	81p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Audio Visual Aids; *Computer Uses in Education; Elementary Secondary Education; Federal Aid; *Federal Programs; *Library Collection Development; Mathematics Materials; Program Descriptions; Reading Skills; *School District Spending; *Shared Resources and Services; Study Skills; Textbooks
IDENTIFIERS	*Elementary Secondary Education Act Title IV

ABSTRACT

In 1974, Title IV of the Elementary and Secondary Education Act (PL 93-380) was amended to provide for the consolidation of certain educational programs for public and private schools into two parts, B and C. Part B consists of school resources and educational materials; testing, counseling, and guidance; and financial assistance for the strengthening of instruction. Part C covers supplementary centers and services; strengthening the leadership resources of state and local educational agencies; dropout prevention; and school nutrition and health services for low income families. This report features exemplary projects that fall under Part B of the amended PL 93-380. The data reported for these projects are derived from annual reports for fiscal years 1976 through 1978 from 50 states and seven jurisdictions: American Samoa, the Bureau of Indian Affairs, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. It was concluded that: (1) state and local education agency personnel adjusted well to the consolidated program; (2) this program afforded new opportunities for cooperation among federal program administrators and specialists in various fields and instructional services; and (3) the instructional materials, equipment, and testing, together with counseling and guidance services, contributed greatly to the goal of the Elementary and Secondary Education Act, i.e., to improve educational quality and opportunity. Nine tables of data are attached. (SD)

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A Preliminary Annual Report

Fiscal Years 1976, 1977, and 1978

TITLE IV, PART B

of the ELEMENTARY and

SECONDARY

EDUCATION ACT

(PUBLIC LAW 93-380)

School Media Resources Branch
Division of Library Programs
Office of Library & Learning Resources
Bureau of Elementary & Secondary Education
U.S. Office of Education

April 14, 1980

IR053113

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I. Introduction

Title IV of the Elementary and Secondary Education Act (ESEA), as amended (P.L. 93-380), provided for the consolidation of certain education programs into two parts, B and C. Part B consists of the program purposes of ESEA Title II (school library resources, textbooks, and other instructional materials), that part of ESEA Title III relating to testing, counseling, and guidance, and Title III of the National Defense Education Act (NDEA) of 1958 (financial assistance for strengthening instruction in the academic subjects). Part C consists of the purposes of ESEA Title III (supplementary centers and services). except for programs of testing, counseling, and guidance, ESEA Title V (strengthening the leadership resources of State and local educational agencies, section 807 of ESEA (dropout prevention), and section 308 of ESEA (demonstration projects to improve school nutrition and health services for children of low income families).

The House of Representatives Committee on Education and Labor summed up the reasons which prompted the writing and passing of Title IV in its report:

> The Committee bill will lead to simplified administration for seven Federal programs but the Committee wants to emphasize that its adoption of the consolidations for these programs in no way implies a belief that the programs have not been successful in achieving their purposes. They have been successful, but we believe that their objectives can continue to be achieved under a simpler administrative structure.1/

The consolidation of these programs was intended to reduce the paperwork of State and local school administrators in applying for and reporting on Federal programs and increase flexibility in the use of Federal funds.

The U.S. Office of Education, Title IV is jointly administered by two units in the Bureau of Elementary and Secondary Education. State educational agencies (SEAs) submitted a unified annual program plan for the approval of the U.S. Commissioner of Education.

Part B of ESEA Title IV is administered in the Office of Libraries and Learning Resources. This preliminary report on Part B provides information on the program in its first three years, Fiscal Years 1976, 1977, and 1978.

In the first year of consolidation, 50 percent of the funds was allocated for Part B purposes ($68,665,000) and the other 50 percent supported the separate categorical programs in the Part B consolidation. In Fiscal Year 1977, when the program was fully consolidated, the amount authorized was $147,330,000.

In Fiscal Year 1978, the amount authorized was $154,397,000.

1/ Elementary and Secondary Education Amendments of 1974; House Report No.93-805. 93rd Congress, 2d session, p. 26-27

There is a statutory requirement in ESEA Title IV setting forth certain conditions required to "trigger" consolidation. In the first year, the amount appropriated for Part B was required to be at least equal to the aggregate amounts appropriated for the component programs in Fiscal Year 1975. In the succeeding fiscal year, the amount appropriated for Part B had to be at least equal to the aggregate amount appropriated for Part B in the previous year. If these conditions were not met, the program would operate three categorical programs under the terms of existing legislation through Fiscal Year 1979. Conditions controlling consolidation were met for Fiscal Years 1976, 1977, and 1978.

Data in this preliminary report were derived from annual reports for the three fiscal years which were submitted by the 50 State educational agencies and educational agencies of seven other jurisdictions - American Samoa, Bureau of Indian Affairs of the Department of the Interior, the District of Columbia, Guam, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands.

For program administration, States and other participating jurisdictions were divided into five regions of the United States as follows:

Northeast	Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
Southeast	Alabama, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, Virgin Islands
Upper-Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
Mid-Continent	Arkansas, Colorado, Idaho, Louisiana, Montana, New Mexico, Oklahoma, Texas, Utah, Wyoming
Western	Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, American Samoa, Trust Territory of the Pacific Islands, Guam, Bureau of Indian Affairs

Although the split categorical - consolidated program in Fiscal Year 1976 was difficult to administer, there is evidence that State and local educational agency personnel adjusted themselves quite well to a consolidated program. Fewer problems in implementing the program than anticipated were reported. The consolidation actually afforded new opportunities for cooperation among Federal program administrators and specialists in various subject fields and instructional services. This preliminary report shows that the instructional materials, equipment, and testing, counseling, and guidance services made available to public and private elementary and secondary school children under ESEA Title IV-B contributed greatly to the goal of the Elementary and Secondary Education Act: the improvement of educational quality and opportunity.

NORTHEAST EXEMPLARY PROJECTS

TITLE: Computer Instructional Program
Watertown School, Connecticut

NUMBER OF PUPILS SERVED: 674

AMOUNT OF ALLOTMENT : $2,477

OBJECTIVE: To initiate a computer instructional program.

PROJECT:

A course study in computer program was offered to the students in Watertown High School. Students were required to have a prerequisite of two years of mathematics.

In addition, computers were used in other subject areas such as social studies for which a program on the changing value of money using interest compounded over a span of time was purchased; in mathematics two courses were written to expand the curriculum, and the chemistry teacher had students write programs in BASIC, a computer language. The greatest use has been the Alternative Program: these students do not write programs, but run purchased ones for the school. As a result, many students are discovering career possibilities and are motivated to stay after school to continue working on attendance report cards, test analysis and simulation games.

Students in the fifth grade were provided with a computer. By using the computer, they are being proficient in following explicit directions, and are motivated to use the computer. A card game using arithmetic facts was programmed by a teacher, and as a result, some low achievers in arithmetic class were able to learn their facts and enjoyed the experience as well.

TITLE: Alternative Educational Program
Symrna Middle School, Delaware

NUMBER OF PUPILS SERVED: 250

AMOUNT OF ALLOTMENT : $4,778

OBJECTIVE: To provide an alternative education for students who are retained in their same grade levels.

PROJECT:

Funds from ESEA Title IV, Part B,helped to provide an alternative educational program for selected students retained in their same grade levels because of failure in the major subject areas. Textbooks and other instructional resources were purchased to support the alternative program and provide a fresh approach in order to eliminate the sameness of instruction. Guidance counselors and teachers worked together and independently with these students in the utilization of all resources as a means of reinforcing classroom instruction. Guidance counselors and teachers worked together and independently with these students in the utilization of all resources as a means of reinforcing classroom instruction. Other pupil services such as counseling and testing were coordinated to determine the effectiveness of the program with particular attention paid to the progress made by the students.

TITLE: H.A.V.A.C. Operation
Hancock, Maine

NUMBER OF PUPILS SERVED: 9,592

AMOUNT OF ALLOTMENT : $28,294

OBJECTIVE: To provide media services through the cooperative funding of Title IV, Part B allocated funds.

PROJECT:

The Hancock Audio Visual Assistance Center (H.A.V.A.C.) is a collaborative program of the six administrative units in Hancock County which consists of six high schools, forty-three elementary schools and four private schools. The Center distributes books, instructional materials, and equipment to the participating schools by means of a mobile delivery system which operates on a rotation basis. This cooperative effort in the purchase and distribution of materials is cost effective, assures uniformity in hardware provides materials and equipment for students and teachers which otherwise would not be available. The Center also serves as an instructional materials center which houses both materials and equipment for review prior to purchase. The Director works with curriculum committees composed of teachers and librarians who make recommendations for materials and equipment to meet the instructional needs of the various cooperating schools.

TITLE: District Mathematics Program
Haverhill, Massachusetts

NUMBER OF PUPILS SERVED: 8,206

AMOUNT OF ALLOTMENT : $28,761

OBJECTIVE: To reinforce and strengthen the new mathematics series.

PROJECT:

A committee of 14 people made up of supervisors, librarians, and principals recommended that Title IV-B funds be used to purchase supplemental instructional materials in the area of mathematics. This complemented the city-wide adoption of a new basal math text. Three workshops were held with the staff to insure the proper use and to get the greatest advantage from these new materials. A comparison will be made next year when the SAT test is given to measure the effectiveness of using diversified materials. The mathematics coordinator reported that the teachers felt they were receiving math materials needed for a first-class mathematics program.

TITLE: Metric Education
Berlin, New Hampshire

NUMBER OF PUPILS SERVED: 1,560

AMOUNT OF ALLOTMENT : $6,943

OBJECTIVE: To teach students to use metric tools by the end of sixth grade.

PROJECT:

Title IV-B funds were used to initiate a metric education program for pupils in grades K-6. It is expected that at the conclusion of the sixth grade all students will demonstrate their ability to measure and estimate length and distance, volume and capacity, weight and mass, and temparature using metric tools required for each skill. In addition, all elementary teachers engaged in a ten-hour inservice training program in preparation for this project.

TITLE: Career Education
Hackensack School (Bergen County), New Jersey

NUMBER OF PUPILS SERVED: 2,499

AMOUNT OF ALLOTMENT : $5,009

OBJECTIVE: To establish a comprehensive guidance program.

PROJECT:

Greater student interests, improved learning, and more satisfying career selections were the basis for establishing a comprehensive career guidance program in combination with an analysis of test results, previous school work, and parent-teacher conferences.

TITLE: School Science Programs
Marlboro, New York

NUMBER OF PUPILS SERVED: 100

AMOUNT OF ALLOTMENT : $615,000

OBJECTIVE: To develop career exploration through an integrated secondary school science program.

PROJECT:

School personnel at the Marlboro Central School sought to develop career exploration through an integrated secondary school science program. Four science programs were offered as an elective to the students: "Research Projects in Science"; "Aviation/Aerospace Science"; "Experience-Based Learning in Science--An Individualized Internship Program"; and "Alternative Sources of Energy Program." The first three courses provided for independent and individualized self-pacing, while the others involved a team teaching approach in such subjects as mathematics, mechanical drawing, and various science concepts including solar heating.

The students involved in these courses made audiovisual presentations, wrote research papers, took FAA written private pilots examinations, and developed solar projects.

Instructional materials and equipment used in the course of study were audiovisual software, oil-immersion microscope, prism spectroscope, radioisotope training lab, electrophorsis apparatus, and a small incubator.

TITLE: Library Improvement Program
Lancaster Catholic High School, Lancaster, Pennsylvania

NUMBER OF PUPILS SERVED: 19,009

AMOUNT OF ALLOTMENT : $40,362

OBJECTIVE: To provide additional library books to improve the quality of library resources and books.

PROJECT:

The Lancaster Catholic High School library improvement program was designed to provide additional library books to improve the quality of library resources and books on the arts and humanities, social studies, science and mathematics. Also included were reading materials for low-level reading students and advanced materials for the senior high school course work.

Another use of the Title IV-B funds was the Parent/Student Counseling Project. This Project was designed to enable school counselors to work with parents and students on home and school problems.

TITLE: Operation Home Loan
Woonsocket, Rhode Island

NUMBER OF PUPILS SERVED: 675

AMOUNT OF ALLOTMENT : $28,433

OBJECTIVE: To extend classroom instruction with the home environment and involve parents in the learning process.

PROJECT:

A supplementary program to provide Title I students (public and non-public) with materials and equipment on a home loan basis to extend classroom instruction into the home environment was initiated with Title IV-B funds. Additional filmstrip viewers and software geared to Title I needs were purchased to allow students to use each in the Reading Center and at home. Involvement of parents was encouraged through the training in the management of equipment and the purposes of the materials.

TITLE: Instructional Equipment - Block Building Approach
Colchester Elementary/Junior High, Vermont

NUMBER OF PUPILS SERVED: 1,550

AMOUNT OF ALLOTMENT : $6,732

OBJECTIVE: To provide instructional equipment for elementary/ junior high school students by pooling resources and sharing among four schools; to assist students in acquiring a better self-image in their composure in public speaking.

PROJECT:

Students in one junior high, one middle school and two elementary schools are profiting from a "block building" approach to the purchase of television equipment. This instructional equipment has provided for the pooling of resources and the sharing of expensive instructional equipment among all the schools within Colchester including the high school and the community.

Students and teachers are encouraged to produce educational materials which meet the needs of the student body and which cannot be acquired through other means in order to build a video cassette collection of originally designed materials. In addition students and teachers use the equipment for immediate playback such as the recording of oral presentations by students for teacher observation. The purpose of this type of exercise is to assist students in acquiring a better self-image to improve their composure in public speaking, and to help them to speak extemporaneously on any given subject.

SOUTHEAST EXEMPLARY PROJECTS

TITLE: Library Resources
(Opp City Schools), Opp, Alabama

NUMBER OF PUPILS SERVED: 1,832

AMOUNT OF ALLOTMENT : $6,330

OBJECTIVE: To increase and upgrade the collections of library books, audio-visual materials, and instructional equipment at South Highlands Elementary School, Opp Middle School, and Opp High School.

PROJECT:

A needs assessment conducted by principals, instructional staff and school media personnel identified the areas of greatest weakness in each of the three schools. The assessment also revealed that the Science Department of Opp High School needed a research quality microscope.

Funds were expended for library books, audiovisual materials along with the research quality microscope. The microscope and all books and audiovisual materials were delivered prior to the end of school. The books and audiovisual materials were catalogued through the media center of each respective school. The microscope was assigned to the Science Department of Opp High School.

Evaluation. The addition of books and audiovisual materials enhanced the collection in each library and moved the libraries closer to the standards established by the Southern Association of Colleges and Schools. The microscope greatly enhanced the range of activities available for the advanced science classes.

TITLE: Project STRETCH
Washington, D.C.

NUMBER OF PUPILS SERVED: 6,776

AMOUNT OF ALLOTMENT : $45,836

OBJECTIVE: To focus upon the development and use of study and research skills for participating Region II students in grades 4-12 in 19 public and nonpublic schools.

PROJECT:

Project STRETCH was developed in accordance with the current system thrusts to develop a competency-based curriculum with emphasis on fundamental skills in reading, mathematics, and science. Emphasized also were the techniques of locating information, using a variety of reference materials, skimming, note-taking, outlining, summarizing, and interpreting graphic aids.

At the school level, librarian and teachers planned cooperatively for the development and utilization of these skills in the library and in the classroom. At the regional level, seminars, workshops, demonstrations, and intervisitations were conducted to increase teacher and librarian competencies. Special attention was given to making parents aware of the project objectives and to their increased involvement as in-school volunteers and as partners in home-school study projects.

Results. The project was planned and implemented cooperatively by Region II staff school librarians, teachers, administrators, parents, and students. Each school developed its own plan to provide for increased student competencies in research and study skills, increased skills on the part of librarians and teachers for developing these skills, increased cooperation between librarians, and teachers, and increased awareness and involvement by parents to help students to acquire the designated skills.

Evaluation. Each school team cooperatively selected library and reference materials to be used by the identified project students. Pretesting of students determined levels of competencies at the outset, evaluation at specific checkpoints,and posttesting at the end of the year measured student gains.

Dissemination. Project STRETCH news was disseminated monthly through the Region II newsletter (NEWS EXCHANGE); a special STRETCH brochure was distributed systemwide.

TITLE: Instructional Equipment and Materials
(Jefferson County Schools), Monticello, Florida

NUMBER OF PUPILS SERVED: 2,318

AMOUNT OF ALLOTMENT : $13,379

OBJECTIVE: To acquire instructional and audiovisual equipment to meet needs in Jefferson County School Programs including the preparation, study, and presentation of audiovisual materials of all kinds.

PROJECT:

A system-wide analysis indicated a broad range of needs for instructional and audiovisual equipment. Curriculum areas chosen included art, reading, and science. The acquisition of this equipment will enable the three schools to offer more individualized and enriched programs, and will permit students to participate in the preparation of materials.

TITLE: Art Instruction
DeKalb County School System, Georgia

NUMBER OF PUPILS SERVED: 92,330

AMOUNT OF ALLOTMENT : $211,557

OBJECTIVE: To expand opportunities through art instruction for students in grades K-12.

PROJECT:

The DeKalb County System Title IV-B allocation was used to purchase instructional materials and equipment to expand opportunities through art instruction. The program included students in grades K-12. Courses offered were photography, art film animation, jewelry design, painting, print making, fabric, fiber and pottery.

A key to the use of the Title IV-B art materials has been vigorous staff development efforts. A variety of inservice programs supported and strengthened the project:

- o Over 254 hours of workshops and inservice courses were offered.
- o Teachers from 72 DeKalb elementary schools, three special education centers, and three private schools have attended at least one four-hour workshop.
- o Teachers from 42 DeKalb elementary schools, two special education centers, and two private schools attended a 50-hour art course.

The results of teacher training are evident. Many examples of increased student interest are being reported. As an example, the students of a sixth grade class at one school volunteered to stay after school to finish their art projects.

Students are involved in preparing art work displays and have received varied recognition of their accomplishments. Some students were allowed to display their art work at art centers; others in an all-day elementary art workshop in a shopping mall. Twelve students were selected as "Young Artists in the Visual Arts" in the State. Also, several students were selected to participate in the Governor's Honors Program.

TITLE: School Library Resources
Perry County Schools, Kentucky

NUMBER OF PUPILS SERVED: 6,213

AMOUNT OF ALLOTMENT : $24,337

OBJECTIVE: To bring the 12 elementary and secondary school libraries up to the Kentucky standard of 10 volumes per child; to increase the number of audiovisual materials available per child.

PROJECT:

By providing a wider variety of books students will be able to select and enjoy their favorite reading materials; they will receive reinforcement and enrichment through the use of the additional audiovisual materials; they will have improved opportunity for independent study and research. Teachers are able to expand the lists of required reading; the wider selection of books and audiovisual materials available for teacher use in preparing lessons in all subjects will make subject matter more appealing to students.

Program accomplishments:

(1) the number of books per child has been raised considerably;

(2) programs for the gifted have expanded or collections have become larger and more varied; and

(3) instructional patterns have changed and have become more flexible.

TITLE: Improving Education for the Deaf Child
Maryland School for the Deaf, Columbia

NUMBER OF PUPILS SERVED: 118

AMOUNT OF ALLOTMENT : $419.00

OBJECTIVE:
1. To increase supplemental information on the topics selected by 8%.
2. To provide additional basic information on the topics selected.
3. To use the resource materials in both group and individual activities.
4. To individualize classroom instruction.
5. To use the resource materials as motivational tools.
6. To develop eye contact and attention span.
7. To increase teacher use of resource materials through the acquisition of newer, more appropriate filmstrips.

PROJECT:

Many deaf students have severe language deficiencies and require a wide range of materials and techniques to build proficiency in all modes of communication. These children need every available resource in order to gain full understanding of concepts and ideas being taught. One source of information does not supply the needed information for the child; it is necessary to have as much information as possible for learning to take place. The visual modality plays an extremely important role in the education of deaf children. In order to insure the full development of the deaf child's potential, he must be provided with a wide variety of resource materials which are appropriate for him.

TITLE: Instructional Equipment
Brookhaven Municipal Separate
Mississippi

NUMBER OF PUPILS SERVED: 3,463

AMOUNT OF ALLOTMENT : $8,344

OBJECTIVE: To provide services to students in the areas of educational television, audiovisual equipment, and instructional materials.

PROJECT:

Brookhaven District employs a director of instructional television. Additional television equipment and video tape are needed to enrich curriculum offerings, and broaden the outlook of the students as teachers plan with the ITV director.

The District felt that the audiovisual materials and equipment available for the use of students and teachers were very limited. Additional materials and equipment were acquired to introduce new skills, to reinforce skills already present, and to provide variety in the student-teacher learning process. Typical purchases were projectors, cassette recorders, listening station, models and reading skills kits.

Through the use of a needs assessment instrument, it was determined that the educational needs of the 98 students in the eligible private school differed from the needs of the public school students. The private school requested materials in the area of science, social studies,and penmanship. These materials are being used for remediation, enrichment, and motivation.

TITLE: ITV Utilization and Curriculum Enrichment
Wayne County Schools
Goldsboro, North Carolina

NUMBER OF PUPILS SERVED: 13,453

AMOUNT OF ALLOTMENT : $47,907

OBJECTIVE: To provide for individual, small and large group instruction in all subject areas through the use of instructional television; to provide books, audio-visual materials, audiovisual equipment in all subject areas with special emphasis on music and guidance.

PROJECT:

The Wayne County Schools used the ESEA Title IV-B funds for FY 1978 to provide targeted schools with a variety of media with low-income schools getting additional assistance. Instructional television systems were installed in those schools which showed the greatest need and where teachers took inservice courses in ITV instruction. Both instructional materials and equipment were also purchased for those schools which indicated a need in the instructional program.

Teachers and principals established priorities for their individual schools. School Media Advisory committees and a committee consisting of supervisors, teachers and adminsitrators established system-wide priorities based upon the individual schools' priority lists.

Activities include:

- Use of Microfiche Reader for research and reference
- Use of filmstrips in conjunction with curriculum units
- Viewing of Educational Television Programs by students and teachers
- Viewing of 16mm films and filmstrips by students and teachers
- Encourage open scheduled use of materials for greater student use
- Encourage reading through story telling and viewing of materials
- Listening to and producing lessons in cassette tapes
- Producing VTR Programs in the various subject areas
- Individual and group instruction on musical instruments
- Conduct ITV teacher workshops for all schools with ITV systems.

Target population: elementary and secondary students with emphasis in English, reading and music.

Outcomes: Instructional television systems have been installed in a limited number of schools and students and teachers are now utilizing the ITV programs in classroom and individualized instruction. Additional equipment in music has aided and improved the music instructional programs. School library resources have increased in number, and circulation records indicate increased use by students.

TITLE: Library Resources
Aiken County Schools, South Carolina

NUMBER OF PUPILS SERVED: 2,695

AMOUNT OF ALLOTMENT : $14,684

OBJECTIVE: To acquire library resources that would (1) provide for the individual needs and interests of students, (2) to stimulate learning, and (3) assist in the development of a curriculum for potential dropouts.

PROJECT:

The development of this project was based on a district-wide assessment of critical needs within the perimeter of the three purposes of Title IV-B. The survey indicated a need for increased library resources in general in all schools, and in particular special materials for the interests and abilities of the educationally disadvantaged students.

This project also focused on the development of special programs in vocational and career training in schools where the dropout rate was unusually high. The vocational and industrial arts departments cooperated in selecting materials designed to appeal to these students, with strong emphasis on audiovisual materials.

Evaluation. A monitoring and evaluation schedule was set up in these schools to determine (1) program effectiveness, (2) increased interest in use of materials by students and teachers, and (3) change in dropout rate.

TITLE: School Library Resources, Instructional Equipment and Materials and Guidance and Counseling
Memphis, Tennessee

NUMBER OF PUPILS SERVED: 114,507

AMOUNT OF ALLOTMENT : $511,677

OBJECTIVE: To provide services for high cost children by helping them to assess their abilities, aptitudes, and educational needs, and to provide essential learning resources to meet these needs.

PROJECT:

Memphis City, Tennessee, developed a project which included the three purposes of ESEA IV-B -- (1) the acquisition of school library resources; (2) the acquisition of instructional equipment and materials; and (3) the strengthening and expansion of program of guidance, counseling and testing.

Nine guidance counselors were hired, specific library resources were acquired, instructional equipment was added to broaden offerings in the basic subject fields with special emphasis on the elementary science program. Acquisition included 16mm film and television equipment for group instruction as well as equipment such as microscope for use by individual students.

Evaluation. The evaluation plans included a form for rating each guidance counselor by the principal, and records of the utilization of materials and equipment.

TITLE: Library Resources and Instructional Equipment
Hopewell City Schools
Hopewell, Virginia

NUMBER OF PUPILS SERVED: 5,101

AMOUNT OF ALLOTMENT : $25,660

OBJECTIVE: By July 1979, the average achievement level of the student population in reading and mathematics as measured by standardized achievement tests will equal or exceed the average ability level of the student population as measured by scholastic aptitude tests.

PROJECT:

The purpose of this project is to provide a variety of educational resources for students with special academic and cultural problems. The course offerings for these students include special education, remedial reading and mathematics, and pre-occupational training.

Traditionally, school and community resources have been utilized in the educational programs of the school division. Cultural resources are available through the Appomattox Regional Library, Ft. Lee Museum, and Historic Petersburg sites and museums. Five industrial plants in Hopewell share in and contribute to local school programs. In some schools, media committees collaborated in selecting the equipment and materials which will help to individualize instruction and expand the utilization of software in the present inventory. In turn these and other activities made possible by this project will aid in raising achievement levels.

TITLE: Gifted and Talented Program and a Basic Skills Program
Ohio County Schools, Wheeling, West Virginia

NUMBER OF PUPILS SERVED: 3,772

AMOUNT OF ALLOTMENT : $31,468

OBJECTIVE: The curriculum committee of Ohio County Schools developed two objectives for the expenditure of IV-B funds:

1. To implement a gifted and talented program in as many schools as possible.
2. To enhance the learning of their County students as demonstrated by an improvement in the scores on the West Virginia Comprehensive Test of Basic Skills (CTBS)

PROJECT:

1. The exceptional children portion of the project will be concentrated in three areas: individualized programs for students at Lincoln Special School, homebound students who cannot participate in the regular school setting; and those identified gifted and talented students who are able to go beyond the regular curriculum through supplemental materials and programs. The additional funds earned by the presence of high cost children will provide additional materials for the implementation of the gifted programs.

2. In an analysis of the CTBS scores it is apparent that the students of Ohio County can benefit from additional exposure to library/media center skills. Therefore, the media personnel are carefully scrutinizing the results of the reference and library-use item analysis section. Two junior high schools will serve as pilot schools and an effort will be undertaken to provide additional reference materials and concentrated instruction in these areas. A long-range evaluation of the effort will be made when the current sixth graders feeding the pilot schools are re-tested as ninth graders. A short-range evaluation instrument will consist of a locally prepared pre and post-test on reference skills administered each year at these two junior high schools. Through this type of treatment it is expected that this program can be expanded to all schools in the county.

   The results of the project will be shared county-wide and State-wide through meetings and written publications.

The parochial schools have been represented in all planning. They chose to concentrate all their benefits in one centralized resource center in order to serve their students better.

TITLE: Guidance and Counseling Program
Puerto Rico

NUMBER OF PUPILS SERVED: 182,000

AMOUNT OF ALLOTMENT : $50,529

OBJECTIVE: To provide an educational and vocational information system for elementary and secondary students (K-12) within the guidance and counseling program of the Department of Education.

PROJECT:

The Guidance and Counseling Program is highly concerned with the critical area of information services, since through this service the student develops knowledge of the world in which he lives. A curriculum unit was developed which was devoted to the production, revision and actualization of occupational abstracts. Fifty (50) occupational descriptions were produced to be used by students. Three counselors, one secretary, one illustrator, and one editor were hired to implement this project.

Outcomes. Students were able to improve their decision-making process and their educational and vocational planning.

TITLE: Math Computer Course
St. Croix Country Day School
Christiansted, St. Croix, Virgin Islands

NUMBER OF PUPILS SERVED: 80

AMOUNT OF ALLOTMENT : $1,105

OBJECTIVE: To provide students an opportunity to learn problem-solving techniques and learn the factors involved in decision-making; to teach an awareness of current technological advances and to assist the students in becoming familiar with their application.

PROJECT:

The St. Croix Country Day School used its Title IV-B funds to initiate a math computer course. Mini-computers and supplementary textbooks were purchased to upgrade the teaching resources. The course is divided into two parts. Part I is Introductory Computer Math and enrolls 35 students in grades seven and eight. Part II has three classes of 15 students each in grades nine through twelve learning computer math which supplements an algebra course.

This project has an awareness program for teachers which is enabling them to broaden the scope of the project. It is accompanied by a curriculum guide structured to provide as many as 30 hours of classroom time with emphasis on careers in computer math, job training and basic programming. Students learn to be "amateur" programmers.

UPPER MIDWEST EXEMPLARY PROJECTS

TITLE: Updating Metric Education, Social Science, and Guidance
Farmington East Unit District, Farmington, Illinois

NUMBER OF PUPILS SERVED: 1,732

AMOUNT OF ALLOTMENT : $3,464

OBJECTIVE: To expand and improve the curriculum in areas of metric education, social studies, and guidance service; to provide a wide variety of well selected materials and equipment to support metric education, consumer education and art in grades 9-12; to acquire instructional materials to support a newly adopted social studies program for grades K-6; to improve guidance and testing collections providing information on careers.

PROJECT:

Materials and equipment needed for professional staff inservice training and instruction were acquired for mathematics (including metric education), consumer education and art. The impact of the project is to improve metric education in the areas of math, science, consumer education, art, and library resources for grades 9-12. In the area of social science, the District adopted a new social studies program for grades K-6. Audiovisual materials and equipment were purchased to support this program and to effect changes in teaching strategies. The District purchased guidance/testing materials to improve assistance to secondary school students in developing an understanding of educational and career opportunities and requirements, and in helping them to plan their educational and career plans and goals.

TITLE: Improving Students' Attitudes and Skills in Geography
New Castle Community School Corporation, Indiana

NUMBER OF PUPILS SERVED: 61,188

AMOUNT OF ALLOTMENT : $14,059

OBJECTIVE: To improve the geography skills in the New Castle World Geography classes through the use of a wide variety of reference and general print and nonprint geography resources; to change the student's attitude toward geography.

PROJECT:

A central media collection of films and filmstrips maintained by the New Castle Community School Corporation is continually updated as a result of teachers and school media personnel's involvement in selection. During 1978 school year, geography skills were much needed by world history students.

One specific use of the Title IV-B funds is to upgrade world geography courses so as to acquire a wide variety of materials, print and nonprint, not only for content, but also for developing basic geographic skills.

Evaluation strategies will include attitudinal surveys, a study of school attendance of students in world geography.

TITLE: Individualizing Instruction
Mason City Community School District, Iowa

NUMBER OF PUPILS SERVED: 5,992

AMOUNT OF ALLOTMENT : $8,575

OBJECTIVE: To acquire instructional materials to support an individualized instructional program in which each student will be expected to use materials and equipment effectively.

PROJECT:

Individualizing instruction in the Mason City Community School District ranked highest in priority among system goals by administrators, teachers, and students; and second highest in priority by parents and adult community. Individualizing instruction requires a variety of instructional materials to provide alternatives or options necessary for prescribing on an individual basis as well as enriching group activities.

A needs assessment for instructional media program in the Mason City Community School District, based on the Plan for Progress publications, prepared by the Department of Public Instruction, showed that:

a. The library book collections met the criteria for Phase I in the Three-Phase Plan for Progress.

b. In most cases for nonprint materials, the collections were unable to meet the minimum criterion for Phase I.

As part of the regular planning and needs assessment activity, media specialists reviewed collections of print and nonprint materials and the curriculum to determine areas that needed strengthening in terms of quantity and quality of materials, replacement of materials, and new materials. On this basis, media specialists made short and long-range plans for acquiring print and nonprint materials for the individualized instructional program.

Evaluation: A data sheet was kept for nonprint materials purchased with Title IV-B funds. This data sheet provided data for objectives one and two of the project. By comparing information and totals from the log with criteria established in items 13 and 14 of the data sheet, a judgment regarding the accomplishment of objectives one and two can be made. These comparisons provided answers to questions: were the materials used for the role(s) intended? Did the established proportion of students use the materials? Circulation information will be kept for library books purchased under this project.

TITLE: Instructional Materials for the Academically-Gifted
Kansas City School District, Kansas

NUMBER OF PUPILS SERVED: 30,375

AMOUNT OF ALLOTMENT : $94,739

OBJECTIVE: To establish a school media for a new public high school for the academically-gifted, instructional media for music, science, mathematics, social studies, art, industrial arts, foreign language, instructional materials to support basic skills debate and English classes, career education, and testing for the highly motivated reader; and to meet regional accreditation for the Archdiocesan schools. Other nonpublic schools to concentrate on music; the Lutheran schools on science, and the Baptist on additional instructional equipment and testing.

PROJECT:

Public Schools. The district's new high school for the gifted will have a media center equipped with print and nonprint materials to support the curriculum. Math classes for 9th and 10th grade students with little computational skills utilized mini-computers and showed considerable gain in those skills and attitudinal changes toward the subject.

Nonpublic Schools. In general, improvement in mathematics and reading skills area, attitudinal changes toward careers, and other subject areas were subjective judgements of impact. Self-evaluation was conducted.

TITLE: Radio, Television, and Journalism Courses in the Upper Peninsula Supported with ESEA Title IV-B Instructional Resources
Ontonagon Area School District, Michigan

NUMBER OF PUPILS SERVED: 1,312

AMOUNT OF ALLOTMENT : $10,694

OBJECTIVE: To support academic classes in radio, television journalism, speech, and electronics.

PROJECT:

The Ontonagon Area School District's FY'77 ESEA Title IV-B application supported instructional hardware to support new courses in radio, television, and journalism. The FY'78 funds supported equipment to build a Class-D FM radio station for the Ontonagon Area School District. The FCC issued a CP.

The student-run station will support academic classes in radio, television, journalism, speech, and electronics. Ontonagon is an isolated village in the upper peninsula surrounded by national forests. The only local newspaper is weekly and there is no community radio station. Many students, including some in the middle school, have passed the FCC exam for third-class permit with broadcast endorsement.

Success of the project was determined by the ascertainment of information which was collected and reported to meet FCC regulations.

TITLE: Instructional Equipment and Library Resources to Meet Standards
Hastings Public Schools, Minnesota

NUMBER OF PUPILS SERVED: 5,956

AMOUNT OF ALLOTMENT : $14,697

OBJECTIVE: To purchase media and instructional equipment according to priorities as set by administrators, classroom teachers, guidance counselors, and librarians in each school.

PROJECT:

Each school representative of the Hastings Public School, including nonpublic representatives, assessed needs, set priorities, and selected top grade materials to meet standards for instruction. For example, the following materials and equipment were purchased: photographic materials and equipment for a new photography course which will incorporate science and mathematics for an elementary school.

In the junior high school, industrial arts and home economics materials and quipment for a shared-time program with a parochial school. The senior high school purchase included special equipment to upgrade electronics, chemistry, biology, and physics laboratories in order to expand each into an advanced class. The parochial schools' purchases included supplementary materials for social science, (maps to improve geography classes for primary students.)

Program Impact

Public Schools. Curriculum changes included additions to course offerings such as photography in one elementary school; advanced courses in electronics, chemistry, biology, and physics and television cameras, recorders, and monitors, microscopes and portable autoclaves were acquired for the high school as well as digital and calculators to support mathematics and photographic equipment for the photography course at the elementary level.

Private Schools. Up-to-date social studies materials including simplified wall maps, high interest, low vocabulary reading materials, filmstrips/cassette kits and study prints relating to ethnic groups, holiday customs, U.S. World History were acquired.

TITLE: Improving Research Skills for 11th and 12th Graders
Meadow Heights, Missouri

NUMBER OF PUPILS SERVED: 60

AMOUNT OF ALLOTMENT : $1,560

OBJECTIVE: To improve the research skills of the students so that at the end of the project period, each class will average a 20 percent improvement in research skills when post-test scores are compared to pre-test results.

PROJECT:

Teacher observation and testing revealed that 11th and 12th grade students are deficient in research skills. The upper level social studies courses are offered on a semester basis, and these classes were identified as the target group.

The program objective is to improve the research skills of the students so that at the end of the project period, each class will average a 20 percent improvement in research skills when post-test scores are compared to pre-test results.

Activities include students spending two periods working with updated resource materials in the learning resource center and classrooms. The librarian will prepare demonstrations on how to find and use resource materials.

Evaluation. Locally prepared pre- and post-tests will be administered at the beginning and at the end of each semester along with an interim evaluation of research techniques in actual use.

Books covering various contemporary issues, newspapers, weekly news magazines, filmstrips for instruction in using resource materials and development of research skills, and a collection of articles about current topics of interest were purchased for an expenditure of $26 per target group participant.

TITLE: Literature in the Intermediate Grades
Academy of the Sacred Heart (Private)
St. Charles, Missouri

NUMBER OF PUPILS SERVED: 160

AMOUNT OF ALLOTMENT : $1,413

OBJECTIVE: To assist the students in the reading of the Children's Classics; and to introduce the students to the literary analysis of prose and poetry.

PROJECT:

The Academy of the Sacred Heart School designed a project to expose students in grades 4-6 to children's literary classics (especially prose and poetry) by supplementing the reading program. Combined with literary analysis skills and the art of writing character sketches, the advanced students will be exposed to a good number of children's classics which few would have attempted on their own. Each classroom was equipped with books, tapes, filmstrips, tape recorders, projectors, and individual viewers. Units of study were prepared for each literary subject. As the students read, discussed, wrote and memorized appropriate selections, they acquired skills in literary analysis. Results of tests indicated a master of a number of skills, i.e., literary forms, figures of speech and satire.

Outcome. The program introduced the student to the world of literature and provided the beginning of the literary experience and background expected of a well-educated American bound for college.

TITLE: ESEA Title IV-B and Photo Journalism
Ainsworth City Schools, Nebraska

NUMBER OF PUPILS SERVED: 692

AMOUNT OF ALLOTMENT : $13,023

OBJECTIVE: To expand the quantity of instructional resources available to elementary and secondary students and to increase instructional opportunities available to journalism students.

PROJECT:

The use of ESEA Title IV-B funds allowed the district schools to continue to expand the quantity of instructional resources available to elementary and secondary students. In addition, a portion of the grant was earmarked to increase instructional opportunities available to journalism students. Expenditures to remodel classroom space and purchase photography equipment will allow students to experience many aspects of photo journalism.

TITLE: Maps, Mathematics and Reading Skills
Our Lady of Lourdes Elementary School(Private)
Omaha, Nebraska

NUMBER OF PUPILS SERVED: 550

AMOUNT OF ALLOTMENT : $1,298

OBJECTIVE: To acquire school library resources, textbooks, instructional materials and equipment for reading, sixth-grade mathematics and junior high history to increase (1) reading skills and change attitudes of a student body scoring in 80th percentile in reading;(2) map skills and to introduce a new State adopted mathematics program.

PROJECT:

Access to the resources and equipment resulted in increased reading and map skills and an introduction to a new sixth grade mathematics program. Not only were these skills acquired, but also beginning research skills. Additional impact noted in attitudinal changes toward these subject areas, especially since the students rank in the 80th percentile in reading and need a wide variety of suitable materials.

TITLE: Basic Computer Programming
New Rockford Public School, New Rockford, North Dakota

NUMBER OF PUPILS SERVED: 212 Public High School Students
84 Private Elementary Students

AMOUNT OF ALLOTMENT : $1,758

OBJECTIVE: To initiate a basic computer programming course in the high school and to acquire library materials to increase reading interest and improving reading skills in private elementary school.

PROJECT:

New Rockford High School with a teaching staff of 10 and a student body of 212 set its greatest need as a mini-computer to support a basic computer programming course appliable to mathematics, chemistry, business, and home economics classes. The school district agreed to match the ESEA Title IV-B funds for public school pupils to purchase the mini-computer kit.

At James Elementary School, 84 private students acquired high interest, low vocabulary reading materials for a reading skills program.

TITLE: Curriculum Support Through Access to Wide Range of Materials
Grove City High School, Ohio

NUMBER OF PUPILS SERVED: 2,000

AMOUNT OF ALLOTMENT $4,185

OBJECTIVE: To improve the quality of curriculum in all subject areas.

PROJECT:

The Grove City High School uses its ESEA Title IV-B funds to improve the quality of curriculum in all subject areas. The school employs four media specialists who serve special subject areas. Their functions including working with teachers in identifying, selecting and utilizing materials and equipment in their particular subject areas. The specialists also assist students in the media center. Purchases include textbooks, audiovisual equipment, tapes, printing equipment, and other library resources.

The impact of the project are: improved curriculum development, access to a wide range of print and nonprint materials in an atmosphere for study and assistance from staff.

TITLE: Mathematics Skills, and Library and Study Skills
New Underwood School District, South Dakota

NUMBER OF PUPILS SERVED: 316

AMOUNT OF ALLOTMENT : $1,305

OBJECTIVE: To acquire instructional equipment and library resources for library and study skills.

PROJECT:

Oral and written tests showed that more than 50 percent of students in grades 1-6 have difficulty in basic mathematical skills. For grades 7-12 the need is acquisition of library and study skills. With needs determined, the administrator and teachers selected hand calculators and computapes for mathematics, and kits for library and study skills.

Evaluation Strategy. Oral and written tests were given for the elementary mathematics classes and for library and study skills in grades 7-12.

TITLE: Local History Preservation Project
Suring School District, Wisconsin

NUMBER OF PUPILS SERVED: 806

AMOUNT OF ALLOTMENT : $2,048

OBJECTIVE: To develop an historical monograph and filmstrip series on "The ethnic heritage of the communities, hamlets, and rural areas of the district."

PROJECT:

"Local History Preservation Project, Suring School District," activities included: collecting newspaper clippings, and pictures, searching official county and school records, collecting adult-authored monographs, interviewing older residents and researching their stories and checking church records and tombstones in cemeteries. Private school children will have access to monographs and filmstrips. Photographic equipment, recording equipment, and materials needed to carry out the project were acquired.

MID-CONTINENT EXEMPLARY PROJECTS

TITLE: Improving Mathematics Skills Through Use of Library Media Center
Cotton Plant School District, Arkansas

NUMBER OF PUPILS SERVED: 514

AMOUNT OF ALLOTMENT : $2,031

OBJECTIVE: To show a 15 percent increase in student use of mathematics materials; to increase the number of students in independent study by at least 25%; and with the addition of books and audiovisual materials, 70% of the students in math will score not less than 85% or better on teacher-made tests of assigned work.

PROJECT:

The project was developed to improve student performance in mathematics through extensive use by students and teachers of print and non-print materials from the library media center and the classroom.

Evaluation Strategy:

1. Comparison of circulation records in the library.
2. Teachers record of assignments and standardized test results.
3. Assessments of standardized test results.

Materials cooperatively selected by teachers and the library media specialist, supported both group and individualized instruction. Independent study was also a feature of the project.

TITLE: ESEA IV-B Improves Student's Attitudes
El Pasco County, Colorado Springs II, Colorado

NUMBER OF PUPILS SERVED: 1,150

AMOUNT OF ALLOTMENT : $58,961

OBJECTIVE: To provide learning experiences geared to each child's cognitive and affective structure; to improve the students' self-concept and attitudes toward the educational program; and to continue the employment of two counselors at the elementary level.

PROJECT:

Colorado Springs II District continued its pilot elementary guidance program, employing two elementary counselors and assuming that each student must have the opportunity to explore, develop, and express his own unique personality and talents. Counselors assist in the development and continuation of the program flexibility to provide learning experiences geared to each child's cognitive and affective structure. Activities to build personal and social awareness as well as educational and career awareness were an important part of the program. Results included: (1) students' improved self-concept and positive attitudes toward the educational program; (2) school staff's willingness to continue involvement in counseling activities that promote better learning experiences for children. In addition, the District is providing cost for the two elementary counselors.

Additional audiovisual equipment and print and non-print materials were added to the District's library media center to support subject areas. An applied geometry class using calculators and bilingual materials are examples of such support. Access to these materials and equipment assisted in reinforcing positive attitudes toward school.

TITLE: Instructional Equipment
Basin Elementary School, Basin, Idaho

NUMBER OF STUDENTS SERVED: 121

AMOUNT OF ALLOTMENT: $638

OBJECTIVE: Provide supplementary materials and equipment.

PROJECT:

Since Basin Elementary is a small rural school district, it cannot afford much in the way of supplementary resources. In its second year of participation in Title IV-B, an opaque projector and a filmstrip viewer were purchased for use in teaching art, providing small group instruction, and making student reports. An interesting outgrowth of this school's participation in Title IV-B was improved awareness of the School Board resulting in authorization by the Board for the conversion of a room into a media center and a two-thousand dollar increase in the budget for the purchase of books, instructional materials, and additional equipment.

TITLE: Library Resources
Bienville Parish, Louisiana

NUMBER OF PUPILS SERVED: 4,821

AMOUNT OF ALLOTMENT : $16,702

OBJECTIVE: The objective at the Bienville Parish was to help develop a life-long desire for reading in the students.

PROJECT:

Bienville Parish Library resources were used to enhance and enrich the learning experiences of children in the instructional programs of the schools. These library resources have strengthened opportunity and guidance for the development of critical analysis and discrimination in the selection of reading materials.

The schools of Bienville Parish are currently approved as accredited schools by the Southern Association of Schools and Colleges. Title IV, Part B funds help to maintain the school library accreditation standards.

TITLE: District Instructional Materials Center
Great Falls Public School, Montana

NUMBER OF PUPILS SERVED: 17,514

AMOUNT OF ALLOTMENT : $26,131

OBJECTIVE: To develop a district instructional materials center as a supplementary support for the educational program.

PROJECT:

An excellent instructional materials center houses an extensive film collection as well as other instructional materials and equipment which are made available to teachers via a regularly scheduled van route. Teachers browse and borrow materials housed in the center as often as is needed to meet their instructional needs. All materials are previewed by teachers and media specialists who make recommendations to a curriculum committee prior to purchase. In addition, materials and equipment are placed in libraries, classrooms, and central locations as regular equipment, for general staff use.

TITLE: Special Resources for Special Children
Roswell Independent School District
Roswell, New Mexico

NUMBER OF PUPILS SERVED: 9,728

AMOUNT OF ALLOTMENT : $9,728

OBJECTIVE: To provide multi-sensory materials and instructional equipment suitable to the needs of exceptional children as indicated by individualized diagnosed needs.

PROJECT:

It was determined that supplementing and enriching the learning resources for newly identified exceptional children would be most beneficial. The IV-B resources would be controlled and distributed through the District's instructional materials center. Exceptional children are assigned first priority use of all purchased resources, while they are also available to the regular classrooms on an availability and need basis.

The District provided multi-sensory materials and instructional equipment suitable to the needs of exceptional children as indicated by individualized diagnosed needs, made provisions for teachers to match appropriate educational materials to each student's unique learning styles, selected resources for maximum learning in support of curriculum designed to benefit the exceptional child, and to provide resources for maximum use by all students.

TITLE: Instructional Equipment and Library Resources
Marlow School District (Public), Oklahoma

NUMBER OF PUPILS SERVED: 1,323

AMOUNT OF ALLOTMENT : $4,233

OBJECTIVE: The objectives are two-fold: (1) to improve diversity of AV materials available in elementary library; (2) to increase the availability of equipment that will enable teachers to make increased use of effective resources (films, slides, educational T.V. in the academic areas).

PROJECT:

Periodic evaluations were used as a strategy to assess the needs for instructional equipment and library resources for the Marlow School District. Recommendations were made by the school media personnel and principals with consultation from teachers.

Activities. Appropriate up-to-date science filmstrips and cassettes were added to the elementary library. Film and slide projectors were used in language-social studies. Blank video tapes were used to record ETV programming.

Evaluation Strategy. Measurement of student performance in the academic areas included pre and post-testing. Teacher observed student response in the use of new materials and equipment. Periodic inventory and records of students increased use of materials and equipment were maintained.

TITLE: Science Program
St. Mary's School (Private)
Ponca City, Oklahoma

NUMBER OF PUPILS SERVED: 112

AMOUNT OF ALLOTMENT : $272

OBJECTIVE: To improve instruction in the science program.

PROJECT:

A needs assessment by the teachers at St. Mary's Elementary School in Ponca City showed deficiencies in their science program at various levels of instruction. To remedy this, the school requested a variety of materials and equipment for the science program. Through the use of these items, the students have acquired skills in observation, classification and experimentation which can be built on at the junior high level.

TITLE: Library Resources
Amarillo ISD, Texas

NUMBER OF PUPILS SERVED: 27,776

AMOUNT OF ALLOTMENT : $44,387

OBJECTIVE: To purchase additional library books to strengthen and broaden the educational program.

PROJECT:

The Amarillo ISD used its Title IV-B funds to purchase additional library books to strengthen and broaden the educational program by making accessible to the students and teachers a greater quantity and quality of updated information and provided accurate in-depth information in order to help students become more knowledgeable. Provision for utilization were made for both teachers and students through centralization of the library books. The improvement of instruction in the critical subject areas was enhanced through the acquisition of education library books that were relevant and updated.

TITLE: Elementary Television, A Supplementary Resource
Grandview Elementary School, Provo, Utah

NUMBER OF PUPILS SERVED: 548

AMOUNT OF ALLOTMENT : $5,000

OBJECTIVE: To strengthen the instructional program by using a variety of educational resources for student and teacher involvement.

PROJECT:

Title IV funds have been used to develop a television studio which can be used to provide video taped information for all twenty-two of the school's teaching stations. The school media specialist has developed a handbook for television which will be used to instruct students in all phases of television production.

During the first year of operation, the television equipment was used to teach reading to second grade students and singing to all grade levels. The educational television introduced instrumental music, recorded the 5th grade play, the 3rd grade marionette play, and provided a view of the school's everyday activities to the PTA. It also played a major role in the contest to name the school's newly purchased skeleton, another item purchased with Title IV funds. Although students were not involved in the production of projects during the first year, plans have been completed for their involvement as stated above.

TITLE: Multi-Cultural Resource Center
Larmie School District #1, Cheyenne, Wyoming

NUMBER OF PUPILS SERVED: 13,375

AMOUNT OF ALLOTMENT : $54,529

OBJECTIVE: To provide a cultural resource center for use with linguistically/culturally different students.

PROJECT:

Title IV-B funds are being used to initiate a multi-cultural resource center which will contain cultural enrichment, language development, and tutorial materials for use with linguistically/culturally different students. The District conducted a District-wide language dominance survey, which identified 16 different language groups, the majority of which were Spanish-speaking. The materials and equipment purchased for the Center will be used to improve basic skills and develop a positive attitude toward learning. In addition to Title IV-B funds, the District contributed $11,756 to establish the multi-cultural resource center.

WESTERN EXEMPLARY PROJECTS

TITLE: Improving Educational Opportunities in Rural Alaska
Kodiak Island Borough School District, Alaska

NUMBER OF PUPILS SERVED: 50,000

AMOUNT OF ALLOTMENT : $39,797

OBJECTIVE: To provide a secondary education in rural Alaska include regional dormatories, boarding home programs, out-of-state educational programs, and expensive efforts to replicate a large high school model in the village.

PROJECT:

Previous attempts and present efforts to provide a secondary education in rural Alaska include regional dormatories, boarding home programs, out-of-state educational programs, and expensive efforts to replicate a large high school model in the village. Yet, drop-out rates remain high and achievement levels low. Vocational and career development have been minimal.

The Molly Hootch case and Project ANNA, undertaken by the Bureau of Indian Affairs, clearly document the need for the development of an alternative educational plan for rural secondary students. One alternative is to have students come to the large high school; the other is to develop a rural secondary education that compliments the needs and life-style of rural Alaskans. This project proposes to develop a model program for rural secondary schools. This model shall be cost-effective, allow for continuous entry - continuous exit, be truly individualized, suffer little damage from high teacher turnover, and be somewhat independent of teacher academic expertise.

In requesting ESEA Title IV funding, the Kodiak Island Borough School District also intends to use funds from the local budget, vocational education, I.E.A., and J.O.M. to develop this model. The primary goal will be to develop a model which will offer three learning options or opportunities for rural students. The options will be:

1. Basic education in communication, computational and scientific skills.

2. Vocational exploration.

3. Career development.

Title IV funding will be used to develop and prepare the basic skills materials and also to work with the staff (inservice training) in making them confident, competent, and effective in their ability to deliver these three learning options.

TITLE: SHAPE II
Wilson Elementary School District #7
Phoenix, Arizona

NUMBER OF PUPILS SERVED: 1,405

AMOUNT OF ALLOTMENT : $6,829

OBJECTIVE: To teach and practice listening skills, to teach telephone manners and usage, to have an alternative to TV, to provide literature experiences, and to enable children to hear a story and let their imaginations soar as they listen.

PROJECT:

The SHAPE I, a Title IV-B program of a previous fiscal year, was so successful that this project was designed to expand it. SHAPE II provided for the acquisition of a cassette duplicator and an additional telephone answering machine for the Dial-A-Story program. This second machine will be used exclusively for Spanish language stories which will be made available on a daily basis. District funds will provide the telephone costs. Title IV-B funds also provided Spanish Dial-A-Story recordings as well as materials for a take-home program in which the students take home audiovisual software and equipment.

TITLE: Catholic Secondary School Film Cooperative (Private)
San Francisco, California

NUMBER OF PUPILS SERVED: 4,624

AMOUNT OF ALLOTMENT : $15,761

OBJECTIVE: Member schools formed a consortium to pool the equitable shares of funds to buy 16mm educational films which no single school could afford by itself. This has continued through the present with use of equitable shares under ESEA Title IV-B.

PROJECT:

A coordinator, usually the librarian, from each school was chosen, and Sacred Heart High School was designated as the center for storage and distribution of films. The Sacred Heart librarian accepted the responsibility of directing the Co-op. The centralized location assures control over film requests, inventory, and maintenance of films. Every year, in an effort to serve all academic programs and departments of the 10-member schools, needs are identified in specific subject areas through a survey of all teachers. Many films are suggested and previewed; ultimate selection rests with the judgement of the 10 coordinators, meeting together, based on detailed evaluation forms filled out by teachers, students, and parents. Films are continuously re-evaluated by means of forms sent with each film checked out. In spite of different sizes of ESEA equitable shares contributions, different enrollments and student populations, each school has an equal voice in selection and equal access to films. Coordinators meet six times a year and maintain an overall friendly attitude. The Co-op contains 180 excellent educational films, thus exposing large numbers of students to media they would otherwise never experience. Circulation figures point clearly to the success of the project: in the nine-month school year, 1977-78, 1,018 films were checked out.

Administrators at each shool show enthusiastic support by continuing to allocate large sums of their ESEA Title IV-B equitable shares to the Co-op; all give at least 50% and some give the entire allotment. Heavy use by faculty proves that they believe the Co-op's resources strongly enhance the educational program at each school and lend meaningful support to their teaching. Teachers participate in the selection and continual evaluation of films. Students and sometimes parents serve in initial previewing and evaluation of films.

TITLE: Print Media
Waianae High School/Leeward, Hawaii

NUMBER OF PUPILS SERVED: 300

AMOUNT OF ALLOTMENT : $3,123

OBJECTIVE: Ninth and tenth graders enrolled in the English Department's mandatory semester course, "print media", would demonstrate their familiarity with at least five different types of media, as part of the orientation/instruction by the librarians.

PROJECT:

Small group instruction (i.e. 5-6 students) by librarians preceded this assignment.

The classroom teacher evaluated each student's grasp of the materials by checking their summarizing statements for each of the media. Students were not allowed to work together for this, as the primary objective was individual mastery.

As a culminated activity, student first selected a subject then, used the different reference tools (e.g. card catalog, Readers' Guide to Periodical Literature, media indexes) to compile a working bibliography--incorporated many different types of book and nonbook materials as possible.

Evaluation was accomplished by librarian observation and use of circulation statistics.

TITLE: Consultation Project
Nye County School District, Nevada

NUMBER OF PUPILS SERVED: 705

AMOUNT OF ALLOTMENT : 2,143

OBJECTIVE: Acquisition of additional books and audiovisual materials for the four high schools in the District (Beatty, Gabbs, Pahrump Valley and Tonopah) to bring their respective collections closer to standards as required by Media Standards for Nevada Schools.

PROJECT:

Administrators of the school district met to consider results of a needs assessment after consultation with school librarian, aides and teachers. The conclusion was that supplemental library materials would be acquired only after this consultation procedure.

Librarian, library aides and teachers in the four high schools will select materials with emphasis in various curricular areas. Evaluation of the project will center on the use of the acquired materials. Dissemination to the public about the project will be made through articles in the newspapers serving these communities.

TITLE: Career Education for Life
Columbia County District 5J, Oregon

NUMBER OF PUPILS SERVED: 230

AMOUNT OF ALLOTMENT : $3,553

OBJECTIVE: To develop skills necessary for achieving fulfillment as a self-directed person.

PROJECT:

By obtaining audiovisual materials to support classes in the following areas, these objectives would be met:

In career education:

Government - local, State and Federal job availability.

Marketing - salesperson, retail clerk, workers in advertising agencies, and in other areas embodied in the marketing field.

Computer Science - jobs available.

Forecasting - hurricane study, map reading, satellite photo reading, and weather reporting.

Family Life, Health Class, Resource Room, Modern Problems, and Sociology. A need for visual materials dealing with crisis situations in the family, conflicts between parents and children, and understanding oneself had been apparent for sometime at Knappa High School. Parents were notified of plans in this direction, and parental organizations made plans for group presentations and discussions for parents of all students K-12.

TITLE: Graphic Communications and Vocational Printing
Yakima, Washington

NUMBER OF PUPILS SERVED: 105

AMOUNT OF ALLOTMENT : $10,000

OBJECTIVE: To provide equipment comparable to what is used in the graphic communications industry.

PROJECT:

In order to provide equipment comparable to what is used in graphic communications industry, $10,000 had been requested. Students who wished to pursue the area of photo composition were able to develop a basic understanding of the process; therefore, would be employable. (Knowledge could also lead to advancement in their jobs.) Other students would benefit by classroom exposure.

Photocomposition was used for student projects such as composition of poetry manuscripts, literary magazines, school musical programs, student resumes, etc.

In addition to interfacing word processing with photo-composition, this equipment was used for such applications as sign-making, visuals, slides, labels and others.

This equipment was available to students in business education, mathematics and electronics--also to the school newspaper staff. Beginning classes in Graphic Communications are one-hour long; advanced classes are of two-hour duration.

TITLE: Library Improvement Program
American Samoa

OBJECTIVE: To improve on and supplement school library resources for children enrolled in three schools.

PROJECT:

The Department of Education of American Samoa spent part of its ESEA Title IV-B funds to improve on and supplement school library resources for children enrolled in three elementary and secondary private and public schools.

- Pago Pago and Manulele Elementary Schools (Public):

  Provided library books for new media centers.

- Fa'asao High School (Private):

  Added science reference materials to their library in order to provide students with needed materials.

TITLE: Improving Our Library
Truk School District
Trust Territory of the Pacific Islands

AMOUNT OF ALLOTMENT: $62,238

OBJECTIVE: To improve the school library resources and instructional equipment throughout the District.

PROJECT:

The objective was to improve the school library resources and instructional equipment throughout the District. Availability of pertinent supplementary library resources was needed as well as some instructional equipment.

TITLE: Reading Lab
Dededo Junior High School, Guam

OBJECTIVE: To improve listening/reading comprehension of students.

PROJECT:

The Reading Lab Project was devloped to improve listening/reading comprehension of students. ESEA Title IV-B funds were used to supplement ESEA Title IV-C's Reading Lab Project at the Dededo Junior High School. In this cooperative effort, funds from IV-B were used to purchase materials and learning resources, while funds from IV-C were used to provide personnel for the Reading Lab.

Using materials from this project, students were able to concentrate on the following skills:

1. following direction
2. following sequence
3. identifying the main idea
4. summarizing
5. noting cause and effect
6. sensing inferences
7. listening and reading critically.

TITLE: Improving the Skills of Navajo Indians
Rough Rock School, Black Mesa
Navajo Reservation, Bureau of Indian Affairs (BIA)

NUMBER OF PUPILS SERVED: 533

AMOUNT OF ALLOTMENT : $4,970

OBJECTIVE: To enable students to gain a self-awareness of abilities, aptitudes, skills and interests, especially the unique or special abilities, aptitudes, skills and interests of the traditional Navajo, the most traditional of all Navajos.

PROJECT:

The Title IV-B funds were used to develop a testing program to learn the needs of the Navajo students. Observations of the 533 students at the Rough Rock School had been at a minimum because of the isolated location of the school. Therefore, little was known about the students' abilities, aptitudes, skills and interests.

The students were asked to describe their background. Instead of providing specific information about their background very general information was provided. They used the terms "most traditional of all" in describing their background. It was noted that "most traditional of all" did not provide information to indicate the needs of unique and special abilities, aptitudes, skills and interests of these Navajo students.

TABLE 1 - Funds Expended for ESEA Title IV-B Program Purposes: Fiscal Years 1976-78

	Fiscal Year 1976		Fiscal Year 1977		Fiscal Year 1978		Total	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
School Library Resources, Other Instructional Materials	$29,885,331	55.9	$66,004,262	52.3	$66,030,195	54.5	$161,919,788	53.8
Textbooks	1,201,001	2.2	4,983,354	3.9	3,341,561	2.8	9,525,916	3.2
Equipment	16,036,114	30.0	40,428,691	32.0	35,641,778	29.4	92,106,583	30.6
Minor Remodeling	292,065	0.6	608,992	0.5	1,086,579	0.8	1,987,636	0.6
Testing	1,285,604	2.4	2,540,286	2.0	2,524,768	2.1	6,350,658	2.2
Counseling and Guidance	4,758,305	8.9	11,678,142	9.3	12,578,592	10.4	29,015,039	9.6
TOTAL	$53,458,420	100.0	$126,243,727	100.0	$121,203,473	100.0	$300,905,620	100.0

TABLE 2. Funds expended for benefit of public and private elementary and secondary school pupils under ESEA Title IV-B programs: Fiscal years 1976-78

Fiscal Year	Public		Private		Total	
	Amount	Percent	Amount	Percent	Amount	Percent
1976	$49,614,828	92.8	$3,843,592	7.2	$53,458,420	100.0
1977	117,029,392	92.7	9,214,335	7.3	126,243,727	100.0
1978	112,137,312	92.5	9,066,161	7.5	121,203,473	100.0
Total	$278,781,532	92.6	$22,124,088	7.4	$300,905,620	100.0

Table 3 - ESTIMATED EXPENDITURES FOR ADMINISTRATION AND PROGRAM FOR ESEA IV-B

FISCAL YEAR 1978

TOTAL ALLOTMENT $154,497,324

		ALLOTMENT	ADMINISTRATION	PERCENT OF ADM.	SAC COSTS 1/	PROGRAM EXPENDITURES	PERCENT OF PROGRAM	TOTAL	CARRYOVER
	TOTALS	$154,497,120	$6919.216	4.5	$126,621.	$138,665,963	90.0	145,603,561	$7,724,783
00	Alabama	2,627,905	131,395	5.0	(519)	2,496,510	95.0	2,627,905	-0-
01	Alaska	904,252	15,360	5.0	-0-	270,371	88.9	304,252	15,521
02	Arizona	1,613,730	99,963	6.2	(2,950)	1,513,296	93.8	1,613,730	471
03	Arkansas	1,479,501	108,675	7.3	(1,283)	1,370,826	92.7	1,479,501	-0-
04	California	14410,225	720,511	5.0	-0-	12,989,236	90.1	13,709,747	700,478
05	Colorado	1810,600	126,000	7.0	(3,432)	726,027	40.1	852,027	958,573
06	Connecticut	2,180,475	45,872	2.1	(1,248)	1,808,604	82.9	1,854,476	325,999
07	Delaware	420,584	102,512	24.4	-0-	318,072	75.6	420,554	-0-
08	District of Columbia	438,481							
09	Florida	5214,049	231,052	4.4	-0-	4,953,347	95.0	6,184,399	29,650
10	Georgia	3,609,268	87,511	2.4	-0-	3,360,438	93.1	3,447,949	161,319
11	Hawaii	620,436	70,802	11.4	(4,158)	404,631	65.2	475,433	145,003
12	Idaho	605,522	75,000	12.4	(15,000)	530,522	87.6	605,522	-0-
13	Illinois	7937,406	396,870	5.0	-0-	7,540,536	95.0	7937,406	-0-
14	Indiana	3,856,846	167,710	4.3	-0-	3,689,136	95.7	3856,846	-0-
15	Iowa	2,061,160	57,296	2.8	-0-	2,003,214	97.2	2,060,510	650
16	Kansas	1,545,125	115,447	7.5	-0-	1,319,704	85.4	1,435,151	109,974
17	Kentucky	2,410,156	121,500	5.0	-0-	2,288,656	95.0	2,410,156	-0-
18	Louisiana	2,944,969	-0-	-0-	-0-	2,814,361	94.9	2,814,361	150,608
19	Maine	763,614	101,909	13.3	(4,737)	646,641	84.7	748,550	15,464
20	Maryland	3,015,677	84,051	2.8	(8,461	2,863,981	95.0	2,948,032	67,645
21	Massachusetts	4,098,800	89,831	2.2	-0-	3,199,655	79.2	3,286,886	751,914
22	Michigan	6,801,593	284,247	4.2	-0-	6429,728	94.5	671,3975	87,618
23	Minnesota	2,929,174	146,459	5.0	(1,715)	2,782,715	95.0	2,929,174	-0-
24	Mississippi	1,810,600	126,000	7.0	(1,036)	1,684,600	93.0	1,810,000	-0-
25	Missouri Public Private	[illegible]	[illegible]	[illegible]	-0-	[illegible]	[illegible]	[illegible]	[illegible]
26	Montana	554,819	58,213	10.5	(4,678)	393,271	70.9	451,484	103,329
27	Nebraska Public Private	[illegible]	[illegible]	[illegible]	-0-	[illegible]	[illegible]	[illegible]	[illegible]
28	Nevada	429,533	112,500	26.2	-0-	316,954	73.8	429,454	79
29	New Hampshire	584,642	41,252	7.1	-0-	357,266	61.1	398,518	186,124
30	New Jersey	5154,392	59,604	1.2	(13,899)	4831,033	93.7	4890,637	263,755
31	New Mexico	915,740	96,640	10.6	(7,223)	794,910	86.8	871,550	24,190
32	New York	12,244,665	451,056	3.7	-0-	11,793,609*	96.3	12244,665*	-0-
33	North Carolina	3815,085	190,754	5.0	(23,736)	3,623,368	95.0	3814,122	963
34	North Dakota	474,276	19,334	4.1	(1,452)	400,992	84.5	420,226	54,050
35	Ohio	7,695,794	135,446	1.8	(199)	7,446,481	96.8	7,681,927	113,867
36	Oklahoma Public Private	[illegible]	[illegible]	[illegible]	-0-	[illegible]	[illegible]	[illegible]	[illegible]
37	Oregon	1,548,107	84,857	5.5	-0-	1463,250	94.5	1,548,107	-0-
38	Pennsylvania	8023,909	288,727	3.6	(3,199)	7,486,742	93.3	7,775,469	248,440
39	Rhode Island	635,350	22,891	3.6	(3,198)	543,776	85.6	566,667	68,683
40	South Carolina	2,088,006	38	0.0	-0-	2,063,006	98.8	2,063,044	24,962
41	South Dakota	498,139	77,805	15.6	(4,114)	420,334	84.4	498,139	-0-
42	Tennessee	2,884,431	14,023	0.5	-0-	2,689,382	93.2	2,703,405	181,026
43	Texas	8,835,249	439,391	5.0	(3,455)	7,768,898	88.0	8,208,289	626,960
44	Utah	936,620	9,699	1.0	-0-	393,010	42.0	402,707	533,913
45	Vermont	346,012	86,000	24.6	(1,630)	260,684	75.3	345,684	328
46	Virginia	3,507,860	95,188	2.7	-0-	3312,839	94.4	3408,027	99,833
47	Washington	2,502,624	100,946	4.0	(1,573)	2,387,147	95.4	2,488,093	14,531
48	West Virginia	1,217,009	126,464	10.4	(4,288)	1,082,009	88.9	1,208,473	8,536
49	Wisconsin	3,412,399	150,383	4.4	(3,679)	3,241,779	95.0	3,392,162	20,237
50	Wyoming	271,441	41,226	15.2	-0-	223,331	82.3	264,557	6,884
51	American Samoa	109,442	19,949	18.0	-0-	54,212	49.5	73,961	35,481
52	Guam	319,453	6,220	1.9	(2,600)	190,939	59.7	197,159	122,794
53	Puerto Rico	9,722,351	69,819	2.6	-0-	1,515,439	55.7	1,585,256	1,139,095
54	Trust Territory	372,938	25,000	6.7	-0-	172,762	46.3	197,762	175,176
55	Virgin Islands	272,778							
56	Bur. of Indians	432,909							
57	No. Mariana Isls.	NA	NA	NA	NA	NA	NA	NA	NA

1/ Funds included in column 2.

* Budgeted Amounts.

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Table 4 - FISCAL YEAR 1978 TOTAL PROGRAM FUNDS

		PUBLIC	PERCENT	PRIVATE	PERCENT	TOTAL
	TOTALS	$127,897,581	92.2	$10,768,372	7.8	$138,665,953
00	Alabama	2,445,812	98.0	50,698	2.0	2,496,510
01	Alaska	370,371	100.0	-0-	-0-	370,371
02	Arizona	1,460,859	96.5	52,437	9.5	1,513,296
03	Arkansas	1,252,874	98.7	17,952	1.3	1,370,826
04	California	12,111,164	93.2	878,072	6.8	12,989,336
05	Colorado	711,139	97.9	14,988	2.1	726,027
06	Connecticut	1,608,494	88.9	200,110	11.1	1,808,604
07	Delaware	278,718	87.6	39,354	12.4	318,072
08	District of Columbia					
09	Florida	4,343,279	77.7	610,068	12.3	4953,347
10	Georgia	3,320,460	98.9	39,978	1.2	3,360,438
11	Hawaii	370,930	91.7	33,701	8.3	404,631
12	Idaho	522,333	98.5	8,189	1.5	530,522
13	Illinois	6,645,474	88.1	895,062	11.9	7,540,536
14	Indiana	3,507,644	95.1	181,492	4.9	3,689,136
15	Iowa	1,844,740	92.1	158,474	7.9	3,003,214
16	Kansas	1,228,918	93.1	90,786	6.9	1,319,704
17	Kentucky	2,163,175	94.5	125,481	5.5	2,288,656
18	Louisiana	2,525,016	89.7	289,345	10.3	2,814,361
19	Maine	628,041	97.1	18,600	2.9	646,641
20	Maryland	2,614,990	91.3	248,991	8.7	2,863,981
21	Massachusetts	2,836,320	88.7	361,335	11.3	3197655
22	Michigan	6,048,840	94.1	380,888	5.9	6,429,728
23	Minnesota	2,556,243	91.9	226,472	8.1	2,782,715
24	Mississippi	1,642,974	97.5	41,626	2.5	1,684,600
25	Missouri	2,618,191	89.3	313,207	10.7	2,931,398
26	Montana	386,297	98.2	6,974	1.8	393,271
27	Nebraska	766,567	87.1	113,187	12.9	879,754
28	Nevada	307,263	96.9	9,691	3.1	316,954
29	New Hampshire	322,743	90.3	34,523	9.7	357,266
30	New Jersey	4156,444	86.0	674,589	14.0	4831,033
31	New Mexico	794,910	100	-0-	-0-	794,910
32	New York	10,269,009*	87.1	1524,600*	12.9	11,793,609*
33	North Carolina	3,580,640	98.8	42,728	1.2	3623,368
34	North Dakota	373,811	93.2	27,181	6.8	400,992
35	Ohio	6776,103	91.0	670,378	9.0	7,446,481
36	Oklahoma	1,590,851	98.0	33,722	2.1	1,624,573
37	Oregon	1,393,890	95.3	69,360	4.7	1,463,250
38	Pennsylvania	6,493,808	86.7	993,934	13.3	7,486,742
39	Rhode Island	472,852	87.0	70,924	13.0	543,776
40	South Carolina	2,038,423	98.8	24,583	1.2	2,063,006
41	South Dakota	391,766	93.2	28,568	6.8	420,334
42	Tennessee	2,644,743	98.3	44,639	1.7	2,689,382
43	Texas	7,473,679	96.2	295,219	3.8	7,768,898
44	Utah	389,981	99.2	3,029	0.8	393,010
45	Vermont	247,501	94.9	-13,183	5.1	260,654
46	Virginia	3228,707	97.5	84,132	2.5	3312,839
47	Washington	2,245,400	94.1	141,747	5.9	2,387,147
48	West Virginia	1,057,011	97.7	24,998	2.3	1,082,009
49	Wisconsin	2,851,407	88.0	390,372	12.0	3241779
50	Wyoming	216,649	97.0	6,682	3.0	223,331
51	American Samoa	54,212	100	-0-	-0-	54,212
52	Guam	179,042	93.8	11,897	6.2	190,939
53	Puerto Rico	1384,557	91.4	130,880	8.6	1515,437
54	Trust Territory	153,316	88.7	19,446	11.3	172,762
55	Virgin Islands					
56	Bur. of Indians					
57	No. Mariana Isls.	NA	NA	NA	NA	NA

* Budgeted Amounts

* Budgeted Amounts.

Table 5 - EXPENDITURES FOR ESEA TITLE IV, PART B PROGRAM PURPOSES FISCAL YEAR 1978

	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS				TEXTBOOKS			
	PUBLIC	PRIVATE	TOTAL	% OF PROGRAM FUNDS	PUBLIC	PRIVATE	TOTAL	% OF PROGRAM FUNDS
TOTALS	$69,625,005	$6,915,382	$76,540,387	55.2	$3,380,320	$723,169	$4,103,489	3.0
00 Alabama	1,678,521	39,246	1,717,767	68.8	43,008	-0-	43,008	1.7
01 Alaska	270,371	-0-	270,371	100.0	-0-	-0-	-0-	-0-
02 Arizona	994,907	38,801	1,033,708	68.3	4,508	78	4,586	0.3
03 Arkansas	896,678	13,990	910,668	66.4	7,359	-0-	7,359	0.5
04 California	5,841,259	563,733	6,404,992	49.3	340,976	31,174	422,150	3.2
05 Colorado	322,797	9,291	332,088	45.7	488	-0-	488	00.1
06 Connecticut	877,984	156,104	1,034,088	57.2	-0-	-0-	-0-	-0-
07 Delaware	233,191	31,615	264,806	53.3	28,511	1,015	29,526	9.3
08 District of Columbia								
09 Florida	2,185,553	277,581	2,463,134	49.7	247,287	25,931	273,218	5.5
10 Georgia	1,587,819	31,588	1,619,407	48.2	199,610	2,016	201,626	6.0
11 Hawaii	313,622	33,701	347,323	85.8	-0-	-0-	-0-	-0-
12 Idaho	290,922	6,542	297,464	56.1	6,400	406	6,806	1.3
13 Illinois	4,728,670	731,432	5,460,102	72.4	27,459	22,622	294,081	3.9
14 Indiana	3,262,063	133,826	3,395,889	64.9	-0-	-0-	-0-	-0-
15 Iowa	1,080,655	57,526	1,138,181	56.5	42,336	16,854	62,190	3.1
16 Kansas	632,752	46,896	679,648	86.9	38,088	2,823	40,911	3.1
17 Kentucky	1,041,033	73,652	1,114,685	48.7	18,627	2,880	21,507	0.9
18 Louisiana	1,504,853	243,309	1,748,162	62.1	51,899	4,127	56,026	2.0
19 Maine	362,887	10,653	373,540	57.8	817	612	1,429	0.2
20 Maryland	1,514,119	221,384	1,735,503	60.6	-0-	-0-	-0-	-0-
21 Massachusetts	1,531,613	195,122	1,726,735	54.0	198,542	25,293	223,835	7.0
22 Michigan	4,173,699	262,813	4,436,512	69.0	120,977	7,618	128,595	2.4
23 Minnesota	1,252,602	109,073	1,361,675	48.9	49,262	2,310	51,572	1.9
24 Mississippi	864,612	21,637	886,249	52.6	-0-	-0-	-0-	-0-
25 Missouri	1,693,202	247,382	1,940,684	66.2	-0-	-0-	-0-	-0-
26 Montana	207,154	2,466	209,620	53.3	10,295	700	10,995	2.8
27 Nebraska	431,754	76,311	508,065	57.8	-0-	9,089	9,089	1.0
28 Nevada	158,594	7,632	166,226	52.4	-0-	-0-	-0-	-0-
29 New Hampshire	213,800	18,406	232,206	65.0	-0-	-0-	-0-	-0-
30 New Jersey	1,847,815	355,630	2,203,445	45.6	241,348	69,474	310,822	6.4
31 New Mexico	359,539	-0-	359,539	45.2	28,617	-0-	28,617	3.6
32 New York	3,243,222*	916,301*	4,159,523*	35.3	243,638*	45,944*	289,582*	2.5
33 North Carolina	1,880,663	28,773	1,909,436	52.7	27,336	-0-	27,336	0.7
34 North Dakota	210,827	13,105	223,932	55.8	6,553	4,358	10,911	2.7
35 Ohio	3,538,767	292,565	3,831,332	51.4	99,549	2,128	101,677	1.3
36 Oklahoma	969,603	17,765	987,368	60.2	-0-	630	630	0.1
37 Oregon	877,299	43,024	920,323	62.9	19,227	2,417	21,644	1.5
38 Pennsylvania	3,476,536	915,623	4392,159	58.7	124,162	1,321	125,483	1.7
39 Rhode Island	229,108	42,820	271,928	50.0	47,712	7,497	55,209	10.2
40 South Carolina	835,273	14,196	849,469	41.2	-0-	-0-	-0-	-0-
41 South Dakota	223,882	19,550	243,432	57.9	-0-	-0-	-0-	-0-
42 Tennessee	1,672,894	42,510	1,715,404	63.8	562	-0-	562	0.0
43 Texas	5,038,907	219,083	5,257,990	62.6	155,378	15,538	170,916	2.0
44 Utah	182,207	-0-	182,207	46.4	-0-	-0-	-0-	-0-
45 Vermont	137,611	7,287	144,898	55.6	-0-	-0-	-0-	-0-
46 Virginia	1,950,401	74,686	1,925,087	58.1	2,830	-0-	2,830	0.1
47 Washington	1,200,166	109,003	1,309,169	54.8	234,540	6,705	231,245	9.7
48 West Virginia	559,043	15,921	574,964	53.1	22,194	-0-	22,194	2.1
49 Wisconsin	1,033,025	8,545	1,040,870	32.1	69,893	381,154	451,047	13.9
50 Wyoming	129,592	3,926	133,518	59.9	822	25	847	0.4
51 American Samoa	10,110	-0-	10,110	18.6	44,440	-0-	40,440	74.6
52 Guam	69,416	11,897	79,313	41.5	-0-	-0-	-0-	-0-
53 Puerto Rico	767,490	81,714	849,204	56.0	292,070	30,430	322,500	21.3
54 Trust Territory	136,823	19,446	156,269	90.5	-0-	-0-	-0-	-0-
55 Virgin Islands								
56 Bur. of Indians								
57 No. Mariana Isls.	NA	NA	NA	NA	NA	NA	NA	NA

* Budgeted Amounts.

Table 6 - EXPENDITURES FOR ESEA TITLE IV, PART B PROGRAM PURPOSES FISCAL YEAR 1978

		INSTRUCTIONAL EQUIPMENT				MINOR REMODELING			
		PUBLIC	PRIVATE	TOTAL	% OF PROGRAM FUNDS	PUBLIC	PRIVATE	TOTAL	% OF PROGRAM FUNDS
	TOTALS	$37,021,951	12,395,957	$139,417,908	28.4	$1,125,129		$1,125,129	0.8
00	Alabama	392,908	9,984	402,892	16.1	-0-		-0-	-0-
01	Alaska	-0-	-0-	-0-	-0-	-0-		-0-	-0-
02	Arizona	312,442	12,493	324,935	2.1.5	8,800		8,800	0.6
03	Arkansas	410,396	3,962	414,358	30.2	-0-		-0-	-0-
04	California	4,044,848	249,393	4,294,241	33.1	88,327		88,327	0.7
05	Colorado	281,354	4917	286,271	34.4	30,547		30,547	4.2
06	Connecticut	367,837	42,760	410,597	22.7	13,746		13,746	0.8
07	Delaware	15,832	6,603	22,435	7.1	-0-		-0-	-0-
08	District of Columbia								
09	Florida	460,003	16,706	476,709	9.6	-0-		-0-	-0-
10	Georgia	1,434,235	4,358	1,438,593	42.8	33,604		33,604	1.0
11	Hawaii	40,521	-0-	40,521	10.6	-0-		-0-	-0-
12	Idaho	199,296	941	200,237	37.7	3,237		3,237	0.6
13	Illinois	1,432,702	60324	1,493,026	19.8	9,048		9,048	0.1
14	Indiana	1,088,219	46,583	1,134,802	30.8	8,149		8,149	0.2
15	Iowa	562,205	78,337	640,542	32.0	6,210		6,210	0.3
16	Kansas	503,745	37,334	541,079	41.0	3,959		3,959	0.3
17	Kentucky	695,437	43,770	739,207	32.3	16,108		16,108	0.7
18	Louisiana	707,743	26,198	733941	26.1	14917		14917	0.5
19	Maine	193,742	5,735	199,477	30.8	8,408		8,408	1.3
20	Maryland	729,254	23,590	752,849	26.3	500		500	0.0
21	Massachusetts	960,399	122,854	1,083,253	33.9	3,950		3,950	0.1
22	Michigan	181,466	11,426	192,892	3.0	578,675		578,675	9.0
23	Minnesota	1,043,829	111,539	1,155,368	41.5	4881		4881	0.2
24	Mississippi	619,989	16,326	636,315	38.0	2,741		2,741	0.2
25	Missouri	845,629	37,910	883,539	30.1	-0-		-0-	-0-
26	Montana	160,034	3,698	163,732	41.6	352		352	0.1
27	Nebraska	244,687	24,766	269,453	30.6	1,997		1,997	0.2
28	Nevada	134,283	1,175	135,458	42.7	-0-		-0-	-0-
29	New Hampshire	71,502	8,220	79,722	22.3	834		834	0.2
30	New Jersey	1,525,912	209,842	1,735,754	35.9	29328		29,328	0.6
31	New Mexico	401,031	-0-	401,031	50.4	1,351		1,351	0.2
32	New York	3,345,043*	525,936*	3870,979*	32.8	104,026*		104,026*	0.9
33	North Carolina	1,350,994	13,277	1,364,271	37.7	-0-		-0-	-0-
34	North Dakota	150,310	9,232	159,542	39.8	1,626		1,626	0.4
35	Ohio	2,773,501	368,337	3,141,838	42.1	3,762		3,762	0.1
36	Oklahoma	465,936	11,142	477,078	29.4	-0-		-0-	-0-
37	Oregon	252,587	22431	275,018	18.8	1476		1,476	0.1
38	Pennsylvania	2,314,733	70,908	2,385,641	31.9	36,866		36,866	0.5
39	Rhode Island	102,998	17,769	120767	22.2	8,031		8,031	1.5
40	South Carolina	963,317	6,379	969,696	47.0	10,231		10,231	0.5
41	South Dakota	146,722	8,030	154,752	36.8	158		158	0.0
42	Tennessee	706,648	3,054	709,702	26.4	-0-		-0-	-0-
43	Texas	384,560	52,052	436,612	5.2	36,514		36,514	0.4
44	Utah	130,068	2,627	132,695	33.8	-0-		-0-	-0-
45	Vermont	99,628	5,307	104,935	40.3	4,177		4,177	1.6
46	Virginia	1,004,826	9,446	1,014,272	30.6	3,755		3,755	0.1
47	Washington	471,594	22,368	493,902	20.7	674		674	0.0
48	West Virginia	391,773	5878	397,651	34.9	-0-		-0-	-0-
49	Wisconsin	1,497,277	373	1,497,650	46.2	38,891		38,591	1.2
50	Wyoming	69,655	1,931	71,586	32.1	580		580	0.3
51	American Samoa	2,061	-0-	2,061	3.8	-0-		-0-	-0-
52	Guam	95,023	-0-	95,023	49.8	-0-		-0-	-0-
53	Puerto Rico	253,707	18,736	272,443	18.0	-0-		-0-	-0-
54	Trust Territory	7,565	-0-	7,565	4.4	4,693		4693	2.7
55	Virgin Islands								
56	Bur.of Indians								
57	No.Mariana Isls.	NA	NA	NA	NA	NA		NA	NA

* Budgeted Amounts.

Table 7 - EXPENDITURES FOR ESEA TITLE IV, PART B PROGRAM PURPOSES FISCAL YEAR 1978

		TESTING				COUNSELING AND GUIDANCE			
		PUBLIC	PRIVATE	TOTAL	% OF PROGRAM FUNDS	PUBLIC	PRIVATE	TOTAL	% OF PROGRAM FUNDS
	TOTALS	$2,875,063	$291,224	$3,166,287	2.3	$13,870,113	$442,640	$14,312,753	10.3
00	Alabama	183,886	1,335	185,221	7.4	147,489	133	147,622	5.9
01	Alaska	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
02	Arizona	5,543	120	5,663	0.4	134,659	945	135,604	9.6
03	Arkansas	16,145	-0-	16,145	1.2	22,296	-0-	22,296	1.6
04	California	806,529	16,886	823,415	1.7	1,539,225	16,886	1,556,111	12.0
05	Colorado	10,528	-0-	10,528	1.6	65,425	680	66,105	9.1
06	Connecticut	57,711	582	58,293	3.2	291,216	664	291,880	16.1
07	Delaware	194	54	248	0.1	990	67	1,057	0.3
08	District of Columbia								
09	Florida	331,806	109,981	441,787	9.9	1,118,630	179,869	1,298,499	26.2
10	Georgia	32,596	1,008	33,604	1.0	32,596	1,008	33,604	1.0
11	Hawaii	-0-	-0-	-0-	-0-	16,787	-0-	16,787	4.1
12	Idaho	16,279	300	16,579	3.1	6,199	-0-	6,199	1.2
13	Illinois	67,865	67,865	135,730	1.8	135,730	12,819	148,549	2.0
14	Indiana	53,640	837	54,477	1.5	95,573	246	95,819	2.6
15	Iowa	23,006	687	23,693	1.2	127,328	5,070	132,398	6.6
16	Kansas	19,658	1,457	21,115	1.6	30,716	2,276	32,992	2.5
17	Kentucky	65,301	3,000	68,301	3.0	328,669	179	328,848	14.4
18	Louisiana	156,942	15,184	172,126	6.1	88,662	527	89,189	3.2
19	Maine	20,384	1,372	21,756	3.4	41,803	228	42,031	6.5
20	Maryland	30,594	-0-	30,594	1.1	340,518	4,017	344535	12.0
21	Massachusetts	28,363	3,613	31,976	1.0	113,453	14,453	127906	4.0
22	Michigan	-0-	-0-	-0-	-0-	994,023	99,031	1093054	17.0
23	Minnesota	13,359	1,864	15,223	0.5	192,310	1,686	193996	7.0
24	Mississippi	47,533	573	48,106	2.9	108,099	3,070	111,169	6.6
25	Missouri	52,909	-0-	55,909	1.9	23,351	27,915	51,266	1.7
26	Montana	3,436	-0-	3,436	0.9	5,026	110	5,136	1.3
27	Nebraska	7,322	804	8,126	2.1	80,807	2,217	83,024	9.4
28	Nevada	-0-	-0-	-0-	-0-	14,386	884	15,270	4.8
29	New Hampshire	1,237	1,237	2,474	0.7	35,370	6,660	42,030	11.8
30	New Jersey	154,107	20,739	174,846	3.6	357,934	18,904	376,838	7.8
31	New Mexico	795	-0-	795	0.1	3,577	-0-	3,577	0.4
32	New York	179,519*	19,711*	199,229*	1.7	3,153,562*	16,708*	3,170,270*	26.9
33	North Carolina	55,782	67	55,849	0.2	265,865	611	266,476	8.9
34	North Dakota	4,495	486	4,981	1.2	-0-	-0-	-0-	-0-
35	Ohio	245,081	4,791	249,872	3.3	115,443	2,557	118,000	1.5
36	Oklahoma	120,112	488	120,600	7.4	35,200	3,697	38,897	2.4
37	Oregon	29,845	370	30,215	2.1	213,456	1,118	214,574	14.7
38	Pennsylvania	35,307	901	36,208	0.5	505,204	5,181	510,385	6.3
39	Rhode Island	38,147	2,498	40,645	7.5	46,856	340	47,196	8.7
40	South Carolina	140,324	3,782	144,106	7.0	89,278	226	89,504	4.3
41	South Dakota	9,026	534	9,560	2.3	11,978	454	12,432	3.0
42	Tennessee	37,210	75	37,285	1.4	227,429	-0-	227,429	8.5
43	Texas	177,131	1,554	178,685	2.1	1,681,189	6,992	1,688,181	20.1
44	Utah	12,389	-0-	12,388	3.2	66318	402	65720	16.7
45	Vermont	1,543	99	1,642	0.6	4542	490	5032	1.9
46	Virginia	99,275	-0-	99,275	3.0	267620	-0-	267,620	8.1
47	Washington	-0-	3,671	3,671	0.2	348,486	-0-	348,486	14.6
48	West Virginia	26,545	699	27,244	2.5	77,456	2,500	79,956	7.4
49	Wisconsin	53,065	-0-	53,065	1.6	160,256	-0-	160,256	4.9
50	Wyoming	-0-	-0-	-0-	-0-	16,000	800	16,800	7.5
51	American Samoa	1,601	-0-	1,601	3.0	-0-	-0-	-0-	-0-
52	Guam	-0-	-0-	-0-	-0-	16,603	-0-	16,603	8.7
53	Puerto Rico	-0-	-0-	-0-	-0-	71,290	-0-	71,290	4.7
54	Trust Territory	-0-	-0-	-0-	-0-	4,235	-0-	4235	2.5
55	Virgin Islands								
56	Bur. of Indians								
57	No. Mariana Isls.	NA	NA	NA	NA	NA	NA	NA	NA

*Budgeted Amounts.

FISCAL YEAR 1978

Table 8

ENROLLMENT

		PUBLIC			PRIVATE		
		ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL
	TOTALS	25,911,561	19,331,352	45,242,913	3,146,980	1,711,631	4,858,611
00	Alabama	382,097	391,014	773,051	22,466*	14,281*	36,737
01	Alaska	55,416	33,313	88,729	2,131	1,031	3,162
02	Arizona	377,865	166,837	544,702	26,569	8,210	34,779
03	Arkansas	248,167	227,968	476,135	11,773	6,894	18,667
04	California	2269,913	3,114,239	4384,152	249,747	172,280	422,027
05	Colorado	306,304	262,547	568,851	27,765	8,328	36,093
06	Connecticut	392,638	196,118	588,756	61,008	30,049	91,057
07	Delaware	58,119	60,559	118,678	14,115	6,636	20,751
08	District of Columbia	64,083	56,589	120,672	8,389	5,694	14,083
09	Florida	998,545	537,678	1,536,223	66,277	35,687	101,964
10	Georgia	693,755	446,291	1,140,046	47,565	31,055	78,620
11	Hawaii	90,572	82,077	172,649	17,013	16,758	33,771
12	Idaho	108,744	94,278	203,022	3,486	1,778	5,258
13	Illinois	1461,626	722,110	2,183,736	27,553	96,554	368,107
14	Indiana	595,465	566,954	1,162,419	54,718	39,244	93,962
15	Iowa	297,522	289,591	587,113	31,310	25,734	57,044
16	Kansas	299,175	150,825	450,000	20,853	7,894	28,747
17	Kentucky	439,468	256,692	696,160	55,724	21,194	76,918
18	Louisiana	581,818	253,498	835,316	114,780	39,878	154,658
19	Maine	161,797	78,219	240,016	9,608	8,398	18,006
20	Maryland	421,466	415,341	836,807	90,680	37,177	127,857
21	Massachusetts	656,196	417,435	1073,631	90,110	55,473	145,583
22	Michigan	989,493	979,482	1968,975	117,989	91,210	209,199
23	Minnesota	411,208	443,759	854,967	69,150	21,769	90,919
24	Mississippi	282,393	227,816	510,209	31,213	25,537	56,749
25	Missouri	678,532	331,118	1,009,650	72,696	27,108	99,804
26	Montana	112,072	56,558	168,630	6,066	2,018	8,084
27	Nebraska	161,093	145,113	306,206	26,644	12,430	39,074
28	Nevada	92,536	51,245	143,781	4,467	1,342	5,809
29	New Hampshire	121,624	52,994	174,618	10,328	8,726	19,054
30	New Jersey	861,811	519,717	1,381,528	144,980	83,901	228,881
31	New Mexico	135,973	138,204	274,177	7,329*	6,074*	13,403
32	New York	1591,179	1620,670	3211,849	335,111	253,147	588,258
33	North Carolina	848,133	379,362	1,224,495	37,466	17,476	54,942
34	North Dakota	79,220	45,865	125,085	7,677	2,989	10,666
35	Ohio	1,148,095	1,103,971	2,252,066	193,044	68,495	261,539
36	Oklahoma	295,601	252,737	548,338	12,290	6,931	19,221
37	Oregon	336,950	163,694	500,644	18,662	7,357	26,019
38	Pennsylvania	1357,705	905,136	2262,841	256,224	170,816	427,040
39	Rhode Island	97,316	75,059	172,375	13,629	13,543	27,172
40	South Carolina	406,469	246,677	653,146	38,187	15,646	53,833
41	South Dakota	93,888	49,643	143,531	9,138	3,976	13,114
42	Tennessee	513,816	422,465	936,281	19,499	17,947	37,426
43	Texas	1697,361	1409,954	3107,315	131,126	50,539	181,665
44	Utah	168,428	146,043	314,471	2,720	1,073	3,793
45	Vermont	61,732	41,432	103,164	3,809	5,895	9,704
46	Virginia	660,733	441,490	1102,223	26,458	20,321	46,779
47	Washington	395,237	381,226	776,463	29,547	20,764	50,311
48	West Virginia	231,886	161,425	393,311	9,073	3,982	12,955
49	Wisconsin	584,544	337,388	921,932	140,285	30,678	170,963
50	Wyoming	51,664	43,078	94,742	2,133	1,066	3,199
51	American Samoa	7,946	2,204	9,950	7,000	3,000	10,000
52	Guam	15,868	11,324	27,192	2,481	2,377	4,858
53	Puerto Rico	419,280	308,438	727,718	55,346	39,615	94,961
54	Trust Territory	28,549	6,345	34,894	3,197	1,673	4,870
55	Virgin Islands	15,735	9,547	25,282	4,413	2,083	6,496
56	Bur. of Indians						
57	No. Mariana Isln.	NA	NA	NA	NA	NA	NA

*Estimated.

Table 9

FISCAL YEAR 1978

PARTICIPATION

		PUBLIC			PRIVATE		
		ELEMENTARY	SECONDARY	TOTAL	ELEMENTARY	SECONDARY	TOTAL
	TOTALS	22,774,108	16,623,203	39,400,311	2,625,270	1,584,325	4,209,595
00	Alabama	386,075	358,107	744,182	12,348	7,853	20,201
01	Alaska	NA	NA	NA	NA	NA	NA
02	Arizona	307,381	148,178	455,559	15,914	7,307	23,221
03	Arkansas	175,085	173,407	348,492	5,234	2,221	7,455
04	California	2,001,545	1,596,280	3,597,825	227,801	89,953	317,754
05	Colorado	306,021	262,192	568,213	26,985	8,147	35,132
06	Connecticut	222,946	214,729	437,675	34,557	39,965	74,522
07	Delaware	51,879	59,207	111,086	11,578	6,696	18,274
08	District of Columbia	51,054	26,024	77,078	5,446	2,223	7,669
09	Florida	952,487	512,878	1,465,365	66,277	35,687	101,964
10	Georgia	652,822	419,624	1,072,446	25,431	11,391	36,822
11	Hawaii	103,000	69,699	172,699	24,001	12,180	36,181
12	Idaho	104,465	95,686	200,151	2,663	727	3,390
13	Illinois	1,450,338	695,148	2,145,486	244,209	94,093	338,302
14	Indiana	503,414	483,673	987,087	32,944	23,856	56,800
15	Iowa	339,305	338,856	678,161	20,276	265,041	285,317
16	Kansas	210,577	140,384	350,961	18,642	9,053	27,695
17	Kentucky	414,856	256,132	670,988	53,001	21,194	74,195
18	Louisiana	563,937	289,486	853,423	82,595	30,693	113,288
19	Maine	122,000	62,000	184,000	7,400	580	7,980
20	Maryland	433,806	428,189	861,995	68,538	27,641	96,179
21	Massachusetts	425,000	285,000	710,000	75,000	50,000	125,000
22	Michigan	1,056,733	1,015,293	2,072,026	98,437	77,408	175,845
23	Minnesota	425,809	452,936	878,745	71,910	22,424	93,434
24	Mississippi	236,502	184,056	420,558	8,670	5,655	14,325
25	Missouri	53,291	41,111	94,402	72,696	27,108	99,804
26	Montana	101,003	50,100	151,103	5,123	908	6,031
27	Nebraska	151,129	150,706	301,835	24,945	12,203	37,148
28	Nevada	74,236	17,075	91,311	2,380	385	2,765
29	New Hampshire	7,516	3,053	10,568	1,021	774	1,795
30	New Jersey	792,359	537,447	1,329,806	168,591	59,445	228,036
31	New Mexico	119,049	126,472	245,521	7,681	5,510	13,191
32	New York	1,200,629	1,294,436	2,495,065	295,730	215,443	511,173
33	North Carolina	789,146	360,108	1,149,254	15,636	4,682	20,318
34	North Dakota	13,829	7,565	21,394	2,250	1,646	3,896
35	Ohio	1,121,958	593,189	1,715,147	134,486	50,597	185,083
36	Oklahoma	285,222	296,864	582,086	9,374	3,847	13,221
37	Oregon	204,354	126,537	330,891	7,313	3,323	10,636
38	Pennsylvania	1,357,705*	905,136*	2,262,841*	256,234	170,816	427,040*
39	Rhode Island	72,389	65,715	138,104	16,958	8,728	25,686
40	South Carolina	577,559	39,861	617,420	7,042	1,772	8,814
41	South Dakota	92,421	47,563	139,984	7,194	2,652	9,846
42	Tennessee	482,794	341,899	824,693	10,729	8,670	19,399
43	Texas	1,442,757	1,337,341	2,780,098	117,318	45,217	162,535
44	Utah	166,827	147,644	314,471	2,720	782	3,502
45	Vermont	54,583	37,661	92,544	3,223	4,429	7,652
46	Virginia	666,733	441,490	1,102,223	26,458	20,321	46,779
47	Washington	496,308	368,717	865,025	23,530	20,506	44,036
48	West Virginia	215,896	73,124	289,020	4,048	1,725	5,773
49	Wisconsin	505,594	276,792	782,386	104,400	23,037	127,437
50	Wyoming	39,514	35,515	75,029	2,250	467	2,717
51	American Samoa	7,746	2,204	9,950	7,000	3,000	10,000
52	Guam	15,661	11,339	27,000	2,534	2,066	4,600
53	Puerto Rico	418,280	308,483	726,763	39,849*	28,522*	68,371
54	Trust Territory	28,549	6,345	34,894	3,197	1,673	4,870
55	Virgin Islands	15,735	9,547	25,282	4,413	2,083	6,496
56	Bur. of Indians						
57	No. Mariana Isls.	NA	NA	NA	NA	NA	NA

*Estimated.